

# Finding Books with 3-digit Call Numbers in Nonfiction

## Grade 2 – Lesson Plan

### Content Objective:

- A. How is a nonfiction call number (address) used to find a library book?

### Process Objectives:

1. Task definition
  - 1.1 What is the task?
  - 1.2 What types of information do I need?
3. Location & Access
  - 3.1 Where is each source?

### Idaho Achievement Standards:

- 277.01.b** Read, write, order, and compare whole numbers to 1,000.  
**689.04.a** Locate information using...informational books.

**Materials:** 1 big book; 20 3" x 5" index-card size cards each numbered with one number from 001 to 999—no decimals; on marker board or wall poster in Nonfiction section:

Nonfiction has Numbers  
\_\_\_\_, 100, 200, 300, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_

**Note:** Seat students near to and facing the nonfiction section.

**Note:** Each lesson is about 10-15 minutes long.

### Lesson Introduction:

- Share content objective.

### Development:

#### Lesson 1

- Review concept of nonfiction:
  - Ask students to point to where the true information books are in our library.
  - Ask what other word we use to call the section where true information books are.
  - Point out the section's label—Nonfiction.
- Introduce the concept of numerical order in nonfiction:
  - Explain that finding a book in nonfiction uses patterns and counting numbers.
  - Use the mnemonic device: Nonfiction has Numbers.
  - On marker board: Ask students to follow the pattern and to say the missing numbers together. 100, 200, 300, ... Instructor writes the numbers.
  - Ask students to look at the pattern, 100, 200, 300, ...  
Write 000. (zero hundreds) Ask where 000 should be written.

- Establish directionality of numbers on the shelves:
  - Show the first and last nonfiction shelves.
  - Show shelf labels with numbers on each shelf.
  - Hold open a big book. Students point to where readers begin reading print and then continue to trace in the air the lines they read next and so on until they get to the bottom of the page. Students point to where they go to read next (top of the next page).
  - Connect the directionality of reading a book to the directionality of number order for the shelves: top to bottom, left to right, go to the next stack of shelves, top to bottom, left to right, and so on. Instructor moves from 000s to the 900s waving her hand from top to bottom, left to right, etc.
  - Emphasize that numbers in the library end with the 900s.
- Assessment:
  - Point to a shelf. A volunteer shows where the next shelf is. Repeat as time allows.

## **Lesson 2**

- Learning activity:
  - Goal: to locate a nonfiction shelf in 100s, 200s, etc.
  - Instructor models activity.
  - Hand out index cards to students. Students or partners find any shelf with their hundreds number—not the exact Dewey Decimal number. (E.g., any shelf in the 300s will be correct for the number 398.)
  - Students raise their hands to have their work checked and receive another call number to locate. Repeat as time allows.

## **Lesson 3**

- Application/assessment embedded in a classroom, content-area learning project requiring information books:
  - Use the think-aloud strategy to explain how to locate a book having only the top line's number of a Dewey Decimal call number. (E.g., Write 632 NAT on the marker board. Say, "632 is in the 600s. Where are the 600 shelves? 000, 100,...here is the first 600 shelf. I want 632. These call numbers read 600, 601, 602... I know that 632 comes after 602 when I'm counting, so...")
  - Students practice finding books using their index card's number. Ignore matching the 3 letters of the call number until students are mature enough, possibly in the 3<sup>rd</sup> grade.
  - Help students find information books in nonfiction to support their classroom learning project.